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ABSTRACT

This collection of documents describes the Chapter 1 programs of the Newark (Ohio) City Schools and presents a model for programs to increase student success. Newark is a midsized city district with 1 high school, 3 middle schools, and 12 elementary schools, 7 of which receive Chapter 1 services. Collaborative efforts include replacement classes. Replacement classes do not involve just giving the responsibility for all the low achievers to the Chapter 1 teacher or simply serving more students. Instead, it is intended to bring teachers together to develop the most effective way to meet the needs of all the students. A replacement project provides Chapter 1 service for more than 25 percent of the time a child would, in the absence of Chapter 1 funds, receive classroom instructional service. The model for increasing Chapter 1 student success outlines plans for 5 years. A comparison of the replacement model and traditional models highlights its structure and services and clearly outlines teacher responsibilities. A typical daily schedule illustrates the replacement plan in action. Other attachments include a chart for flexible grouping, an illustration of intensive teaching time, benchmarks for language arts and mathematics, some sample record sheets, and a memorandum to program coordinators explaining replacement projects. (SLD)

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CHAPTER 1

Creating Opportunities For Success Through Replacement Services

Chapter 1 Replacement Class Collaborative Teaming and Intensive Teaching Time

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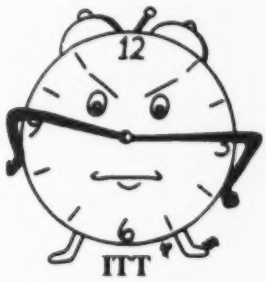

A MODEL FOR STUDENT SUCCESS IN NEWARK CITY SCHOOLS

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CHAPTER 1 PROGRAMS IN NEWARK CITY SCHOOLS - AN OVERVIEW

Newark is a mid-sized city located 35 miles northeast of Columbus, Ohio. The school district consists of one high school, three middle schools, and twelve elementary schols serving approximately 8,000 students.

Seven elementary schools receive Chapter 1 services. Chapter 1 programs include: preschool, all-day kindergarten, Reading Recovery, in-class and pull-out reading programs 1-5, replacement classes, and school-wide projects. The Chapter 1 staff consists of twenty-four teachers and nine educational aides. A part-time Resource Teacher assists with program development.

In all programs, Chapter 1 and classroom teachers work together as a team to:

- develop common instructional goals (benchmarks)
- use compatible materials and instructional strategies
- regularly share informal assessment and information and make decisions about student progress and instructional plans
- provide high quality intensive teaching time for students
- learn from each other and grow as professionals

Outcomes of our collaborative efforts include:

- improved student achievement and motivation
- higher expectations for student learning
- expressions of collegiality among staff prompted by recognition of common goals
- caring supportive relationships among teachers
- willingness of staff to accept suggestions and attempt innovations in instruction and assessment

What is a replacement project?

- A replacement class **is not** simply giving the responsibility for all the "low ids" to the Chapter 1 teacher.

- A replacement class **is not** just serving more students.

- A replacement class **is** bringing teachers together to develop the most effe ve way to meet the need of all the students they serve.

What are general guidelines?

- A replacement project provides Chapter 1 service for a period of time that xceeds 25% of time that a child would, in the absence of Chapter 1 funds, spend receiving instructional service from a regular classroom teacher.

- Chapter 1 services are provided to eligible students in a different classroon setting or at a different time than would be the case if these children were not in th Chapter 1 project.

- The Chapter 1 project provides services that replace all or part of the cours of instruction regularly provided to Chapter 1 participants with a program th is particularly designed to meet participant's special educational needs.

- A replacement class average size may not be more than one half of the class average size of a "regular" class.

- To meet minimum standards in Ohio, Chapter 1 cannot be totally responsil e for intervention.

A MODEL FOR INCREASING CHAPTER 1 STUDENT SUCCESS IN THE CLASSROOM

GOALS:

Improve curriculum and instruction for Chapter 1 students

Increase coordination and collaboration

Increase student time on task

Enhance student self-esteem

Increase academic achievement and test scores

METHOD:

Utilize Chapter 1 staff and resources to create conditions for change

YEAR 1: Building bridges/gaining support

Explore new ways to meet student needs

Build rapport with teachers, principal and parents

Develop a shared knowledge base and philosophy

- Read and discuss books and articles
- Attend conferences together
- Observe others in action
- Use Chapter 1 release time to plan for instruction and to implement new ideas - 1/2 day per month

YEAR 1 (Cont'd)

Getting Started - decisions to make

Set goals and objectives to assure that all students learn well

Develop Benchmarks

Plan Thematic Units

- Chapter and classroom correlation
- Determine books to use and levels of books
- Set objectives for reading , language and spelling
- Develop authentic assessment
    - Report cards
    - Portfolios
    - Anecdotal Records
    - Participate in staff development

YEAR 2: Continue collaboration and teaming

- Set clear goals for students
- Focus on problem solving to meet student needs
- Continue to learn and grow as professionals
- Utilize Chapter 1 release time for planning 1/2 day each grading period
- participate in staff development

Conduct ongoing planning and evaluation

YEAR 3-5: Putting it all together/keeping it going!

- Maintain an overall staff commitment to work together to solve problems and create the best learning environment for all students
- Spotlight and share best practices
- Continue to support and encourage professional development of Chapter 1 and classroom teachers

IMPROVING CURRICULUM AND INSTRUCTION

"SHIFT" HAPPENS! BE A LEADER IN THE PROCESS!

There may be times when you are not sure the replacement model instruction will work. Take a deep breath, think through the problem and find time to talk about the problem with your team mates and principal. Building new relationships requires a willingness to openly and honestly express your thoughts and ideas. We found that knowing about the team building and the stages of change gave us confidence to keep going.

TEAM BUILDING	-	Change is a slow process - expect some bumps along the way!
Communication	-	Sharing of information .....What an idea!
Cooperation	-	Whatever you say is fine, ... I'll go along
Collaboration	-	"We can do" ... What do "we" think is best?
Challenge	-	Is this really the direction "we" want to go?

STAGES OF CHANGE

Forming Stage	-	Chapter 1/teachers/principal agree to start the journey
Storming Stage	-	Discussions - if you never storm you never know each other!
Norming Stage	-	Based on professional understandings the team develops a new set of expectations about the dual team role
Performing Stage	-	"Act" together - a true professional collaboration of effort

REMINDER - TEAM BUILDING TAKES PLACE OVER TIME

The Change Process

In preparation for implementation the Replacement Class, the Chapter 1 teacher met with the classroom teachers, principal and Chapter 1 supervisor to plan and to review research on effective teaching practices. Through inservice on effective teaching strategies, attendance at a summer institute, extensive reading, and visitations to other programs the teachers clarified their beliefs about teaching and learning.

Over a two year period the teachers developed:

- A shared philosophy
- A common baseline of knowledge
- A team spirit
- A commitment to working together to solve problems

Together this team of teachers were able to:

- Set clear goals for teaching and learning
- Strengthen the curriculum and instruction to meet the needs of students
- Establish grade level benchmarks for all students
- Develop a comprehensive assessment and evaluation system

"Power Tools"

New ways of thinking about Chapter 1 and classroom instruction evolved. One notion relates to the use of time. The hour when Chapter 1 children are in Chapter 1 becomes intensive teaching time for all students. Teachers plan carefully to take full advantage of every minute. Because of the shared planning and coordination of instruction through the use of themes, the classroom teachers do not feel a need to make up "lost" time while the students were out.

Intensive Teaching Time allows teachers to:

- Make effective use of instructional time due to smaller class size for Language Arts
- Increase student time on task
- Decrease the amount of seatwork (busy work)
- Gear lessons to the instructional level of the students
- Provide for individual differences
- Challenge all students to succeed

A second notion evolved as the teachers looked for ways to decrease "downtime" as students returned from Chapter 1 instruction. Short assignments to be completed in the classroom are given by both the regular and Chapter 1 teacher. This innovative solution became known as Effective Transition Time.

Effective Transition Time:

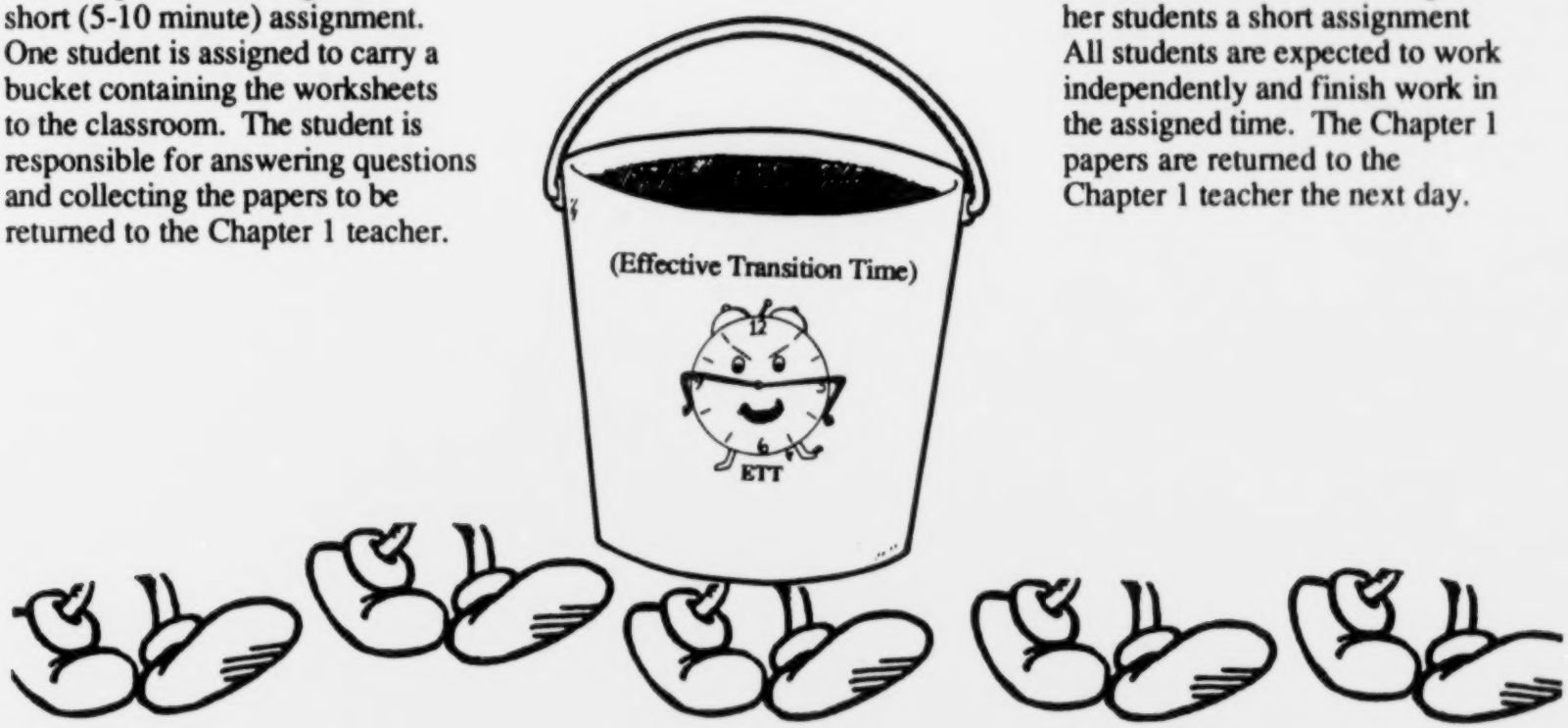
- Keeps teachers focused on maximizing learning time
- Serves as a bridge between Chapter 1 and classroom instruction
- Provides opportunities for students to apply knowledge and to work independently

ITT Carryover . . . . .

Effective Transition Time

Chapter1 Class

The Chapter 1 teacher gives a short (5-10 minute) assignment. One student is assigned to carry a bucket containing the worksheets to the classroom. The student is responsible for answering questions and collecting the papers to be returned to the Chapter 1 teacher.



Regular Classroom

The classroom teacher also gives her students a short assignment All students are expected to work independently and finish work in the assigned time. The Chapter 1 papers are returned to the Chapter 1 teacher the next day.

Replacement Model - A Comparison

There are many ways to structure a replacement class. Variations can be made in content, location of service, and length of instructional time. Refer to the Chapter 1 Policy manual for specific regulations concerning replacement classes.

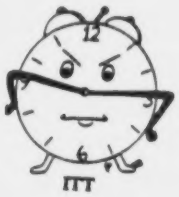
The example below shows the comparison of the traditional approach and a replacement model. In this example, there are five regular second grade classes with a high percentage of eligible students in each class.

Type of Service :	**Traditional Model**	**Replacement Model**
Structure:	5-6 students for 30 minutes 2 to 3 groups per classroom pulled out	10-15 students for 60 minutes 1 pull-out per classroom
Class Periods:	8 class periods daily 1 planning period	5 class periods daily 1 planning period
Effect of size on regular classroom	29 students in classroom -5 Chapter 1 students 24 remaining in classroom, 2 pull-outs per day, Four on waiting list	29 students in classroom -14 Chapter 1 students 15 remaining in classroom, 1 pull-out No waiting list
Total Students Served:	40 - 48 students	60 - 68 students
Staff:	Chapter 1 teacher	Chapter 1 teacher and Educational Aide
Subject:	Reading strategies and shared reading and writing	Language Arts - whole language instruction, integration of skills
Chapter 1 Teacher Responsible for:	Providing supplemental and remedial intervention, coordination of instruction with classroom Preparing a separate Chapter 1 progress report for parents Collaborating with teachers	Teaching District Course of Study Giving Language Arts grades Serving a grade level team member
Planning Time	Informal meetings, formal conferences each nine weeks to assess student progress	Release time for classroom teachers and Chapter 1 teacher to meet for the purpose of planning, assessment and evaluation

A TYPICAL DAILY SCHEDULE FOR CHAPTER 1 REPLACEMENT SERVICES

Class Schedule

- Three groups - one hour per group
  - First group - 14 students
  - Second group - 14 students
  - Third group - 15 students pulled from two classes
  - Fourth group - 10 students
  - Fifth group - 12 students



Putting the Pieces Together

- Spelling (new list on Monday)
  Five days a week

- Spelling Dictation (phonics)
  Three times a week

- Spelling/Writing
  Three days a week

- Language/DOL (new skill on Monday and Wednesday)

- Reading
  - SSR/Literature Journals
  - Shared Reading/Poetry
  - Literature books (five day a week)
  - HBJ Treasury of Reading (basal)
  - Skill Development

- Follow-up Activities
  - Writing extensions (computer)
  - Retelling stories
  - Taping/listening to stories on cassette
  - Poetry matching
  - Specific reading skills (char. sketch/seq. chart/etc.)
  - Small group project (making books)

- Skills are integrated frequently within the hour.

- Classroom Assignment: (Bucket)
  - Language DOL/Spelling
  - Specific reading assignment

FLEXIBLE GROUPING

WHOLE GROUP

- Introduce lessons through thematic units
- Go through the process of story webbing
- Brainstorming for writing stories
- Guided reading
- Skill development
- Practice applying reading strategies
- Language skills stressed in writing and DOL exercises
- Spelling and vocabulary development
- Phonics skills stressed through sound sequence
- sharing poetry

SMALL GROUP

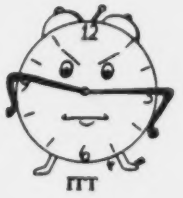
- Guided reading
- Rereading
- Allowing for individual differences
- Building self-confidence
- Providing more intense practice in reading strategies and specific skills
- Provide assistance to help students through the writing/spelling/language process
- Clarifying directions and assessing student progress
- Note observations - work on fluency, expressiveness, and intonations
- Students work cooperatively

INDIVIDUAL INSTRUCTION

- More emphasis in specific needs in Spelling, Language, writing/meeting individual needs in reading through Reading Recovery strategies
- Teacher modeling
- Kidwatching and recording
- Running records administered

BUDDY READING

- Ability to pair a weak student with a stronger one
- Student modeling
- Student sharing



STUDENT ADVANTAGES OF REPLACEMENT MODEL	Students will: - work in a quiet, conducive atmosphere with half the class - work in a smaller group with the ability to have all needs met - become more confident, less intimidated by other students in class - learn better work study habits - have instruction tailored to their needs - demonstrate progress to reach grade level
TEAM ADVANTAGES OF REPLACEMENT MODEL	Teachers will: - engage in intensive teaching time - engage in ongoing communication - share responsibilities - see increased student achievement - observe improved student motivation - observe increased time on task - continually evaluate the program for improvement
PUTTING IT ALL TOGETHER	The changing role for the Chapter 1 teacher: - responsible for all aspects of Language Arts instruction - teaches through an integrated approach

See Next Page

INTENSIVE TEACHING TIME (ITT)

Just Do ITT Well!

READING STRATEGIES

Thematic Units
Leveled Literature Books
Dictation - Word/Sentences (Phonics)
SSR
HBJ Series (supplemental)
Poetry, buddy reading
Flexible grouping

WRITING

Literature Journals
Story Extensions

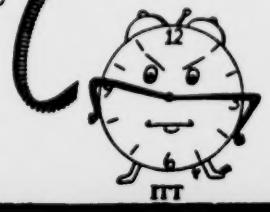
SPELLING

5 days each week
High Frequency Words
Integrate HBJ Spelling

INTEGRATION and COLLABORATION

EVALUATION

Running Records
Anecdotal Records
Release time to plan and evaluate with classroom teachers
Assign Lanuage Arts grade
Chapter 1 Buckets



LANGUAGE

Daily Oral Language (DOL)
Retell stories

19

LEVEL 2 BENCHMARKS

LANGUAGE ARTS

1. Student has mastery of the concepts of print.

2. Student engages in book experiences:
   Reads 30 or more books
   Is able to retell any books read

3. Student reads accurately at Reading Recovery Level 20 and uses strategies at a 90% rate or better.

4. Student writes with a vocabulary of high frequency words, using 150 or more words.

   Student recognizes 100 or more of the 150 high frequency words.

   Student shows knowledge of letter/sound relationship as demonstrated by invented spelling use in an advanced dictated sentence.

5. Student demonstrates most of the skills expected to be accomplished by the end of the year as listed on the Third Grade Guarantee.

6 Student successfully passes the district Language Arts Pupil Performance Objectives.

LEVEL 2 BENCHMARKS

MATH

1. Student successfully passes the district Math Pupil Performance Objectives.

STUDENT _____ SCHOOL _____

TEACHER COMPLETING THIS FORM _____ DATE _____

THIRD GRADE GUARANTEE CHECKLIST

ASSESSMENT IS AN ONGOING PROCESS. BY THE END OF SECOND GRADE MOST STUDENTS ARE EXPECTED TO USUALLY USE THE SKILLS LISTED BELOW.

Teachers can gather data by the following methods:

1. Observing children as they work and interact with others.
2. Looking at children's work.
3. Assessing through oral and written means.

KEY: R = RARELY; S - SOMETIMES; M = MOST OF THE TIME * Denotes mastery

SKILL	R	S	M*	COMMENTS
READING				
• Reads silently for a sustained period				
• Reads a variety of materials such as: poetry, stories, songs, informational				
• Demonstrates an understanding of text:				
- predicts outcomes and actions				
- retells story or information in own words				
- talks about characters				
- identifies main idea(s)				
- locates specific parts of text				
- describes setting				
- expresses reasons for liking or disliking a story				
- uses pictures to support the meaning of the story				
• Reads fluently with appropriate phrasing				
• When in difficulty, uses a variety of strategies successfully:				
- integrates context cues:				
. meaning/picture cues				
. structural cues				
. visual/phonetic cues				
- reads on to end of sentence				
- starts sentence again and re-reads				
- self-corrects when errors interfere with meaning.				
WRITING				
• Writes on a regular basis				
• Writes on a variety of topics:				
- self initiated				
- teacher initiated				
• Writes a completed series of ideas in an organized manner				
• Chooses appropriate words to convey meaning				
• Keeps a collection of writings				
• Produces a published piece of writing:				
- revises and rewrites				
- edits				
. spells most familiar words correctly				
. uses end punctuation				
. uses appropriate capitalization				
. demonstrates knowledge of the appropriate mechanics of writing				

LANGUAGE ARTS - PUPIL PERFORMANCE OBJECTIVES AND ACCOMPLISHMENT RECORD FOR READING AND ENGLISH COMPOSITION

GRADE: TWO

2-1 Given the opportunity to select a topic for a story, the student will participate in prewriting activities to the teacher's satisfaction.

2-2 Given a prompt, the student will compose a story in logical sequence to the teacher's satisfaction.

2-3 Reads or views silently for a sustained period.

2-4 Reads or hears a variety of materials such as: poetry, stories, songs, articles and essays.

2-5 Demonstrates an understanding of text:

- predicts outcomes and actions
- retells a story or information in own words
- talks about characters
- identifies main idea(s)
- locates specific parts of text
- describes setting
- expresses reasons for liking or disliking a story
- uses pictures and/or art to support the meaning of a story

2-6 Reads fluently

2-7 When in difficulty, uses a variety of strategies:

- integrates context cues
  * meaning/picture/art cues
  * structural cues
  * visual/phonetic cues
- reads to end of sentence
- starts sentence again and re-reads
- self-corrects when errors interfere with meaning

10/91

P.P.O. CLARIFICATION
GRADE 2

1/12/93

2-1
- oral/written
- not necessarily independent
- brainstorming
- webbing - teacher directed

2-2
- independent (no interaction by teacher or peers)
- written activity
- beginning, middle, end
- makes sense (focus on the topic)
- legible
- proper punctuation: period
  question mark
  capitals
- word spacing
- complete sentences
- Level 5 spelling

2-3
- demonstrate reading behaviors, subvocalization can occur
- independent choice
- 10 - 15 minutes

2-4 (no problem)

2-5
- student read
- response: oral/written
- demonstrates 8 out of 8 most of the time on the second grade level Reading Recovery Level 20

2-6
- "fluently" means reading punctuation and proper phrasing in a familiar text

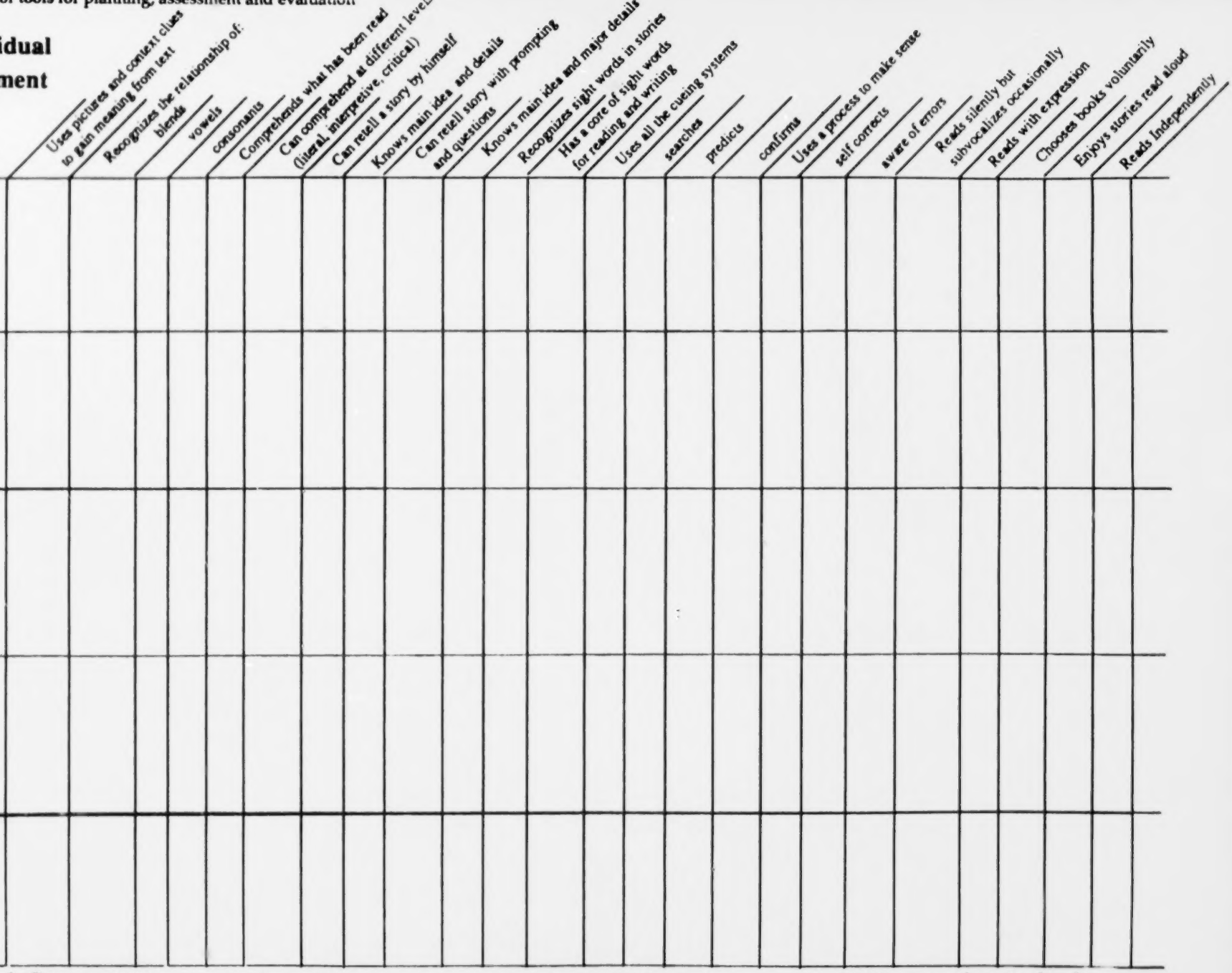
2-7
- demonstrates a <u>variety</u> of cues

MONTHLY RUNNING RECORD SHEET

Year _____ Name _____

MONTH	TITLE	LEVEL	S/US	ACCURACY	SC	COMMENT
September						
October						
November						
December						
January						
February						
March						
April						
May						

Individual Assessment


Name
Uses pictures and context clues to gain meaning from text
Recognizes the relationship of:
blends
vowels
consonants
Comprehends what has been read
Can comprehend at different levels (literal, interpretive, critical)
Can retell a story by himself
Knows main idea and details
Can retell story with prompting and questions
Knows main idea and major details
Recognizes sight words in stories
Has a core of sight words for reading and writing
Uses all the cueing systems
searches
predicts
confirms
Uses a process to make sense
self corrects
aware of errors
Reads silently but subvocalizes occasionally
Reads with expression
Chooses books voluntarily
Enjoys stories read aloud
Reads independently

1=Commendable 2=Steady Progress 3=Reinforcement Needed 4= Needs more time to develop

A Workshop Presented By
The Newark City School Staff
Chapter 1 Spring Conference
March 24, 1994
Columbus, Ohio

Getting the Most from a Chapter 1 Replacement Class

Supporting Change - Improving Programs through:

- Shared Decision Making
- Shared Planning Time
- Shared Goals for All Students
- Shared Staff Development

Advantages

- Intensive Teaching Time
- Integration of Skills
- Effective Transition = > Time On Task
- Team Effort/Team Ownership

Ohio Department of Education
Division of Federal Assistance

Footnotes*

Memorandum to Coordinators of Federal Assistance Programs
From William L. Henry, Director

(excerpt from January 1993 Footnotes)

January 1993

INFORMATION UPDATE

Replacement Projects

In fiscal year 1994 (FY 94), Chapter 1 replacement projects will be implemented utilizing the full interpretation of the Chapter 1 Policy Manual. Consequently, data regarding the determination of the LEA contribution will be aggregated across the district as specified on page 106 of the manual. This may result in the LEA being required to contribute resources such as personnel, materials, or equipment to the Chapter 1 program.

Page FA-17, located in Appendix A of the FY 93 Chapter 1 application, contains a formula for replacement proposals. A similar formula will be used in the FY 94 Chapter 1 application. The only difference will be that the data will be determined in the aggregate for all schools within each replacement project.

Example (A): If you have replacement classes this year in more than one building using the formula for elementary grades, you used the total number of students to be served in each of the buildings to determine the LEA contribution. The data from FY 93 might have indicated that LEA contributions from each building were .24, .33, .15, and .26. In FY 93, those fractional parts were not combined to determine an aggregate LEA contribution. Since the calculation for each building was less than 1, the fractional parts were dropped and no LEA contribution was required. For FY 94, if a total of 75 students will be served in all the buildings, and the subject is taught for 40% of the day with the average class size being 25, then 75 is multiplied times 40%, and the answer of 30 is divided by the average class size of 25. The resulting answer of 1.2, derived from aggregating the data from all buildings, means that the LEA must contribute resources equal to 1 full-time teacher, since the fractional part is dropped from the final calculation.

Example (B): If you have secondary replacement classes this year in more than one building using the formula for secondary grades, you used the number of students a full-time teacher would teach during a day and divided that number by the number of students to be served in the Chapter 1 project. You will still use the same formula that was used on the FY 93 application, but you will use the total number of students to be served in all buildings divided by the number of students that a full-time teacher serves during a day. This will be computed by aggregating data from all secondary buildings implementing a replacement project in the same subject area. Suppose that 70 students would be served in one building, and 80 students would be served in another building, both being replacement projects, and a full-time regular classroom teacher would be serving 140 students. To find the amount of the LEA contribution, the number of students served by the Chapter 1 replacement project would be divided by the number of students a regular teacher would serve. So 150 (70+80) divided by 140 equals 1.07. The LEA would need to contribute resources equal to one full-time teacher, since the fractional part is dropped from the final calculation.

The Chapter 1 Policy Manual provides additional examples to further clarify the calculation process to determine the LEA contribution required. This information can be found on pages 105-111.

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